

Deanesfield School Curriculum Map

Year Group: 6

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>English</p> <p><i>Article 29 (goals of education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment</i></p>	<p>Narrative: ‘The Arrival’ by Shaun Tan</p> <p>Non-Fiction: Informal Letters linked to ‘The Arrival’</p>	<p>Narrative: Rose Blanche</p> <p>‘Letters from the Lighthouse’ by Emma Carroll</p> <p>Non-Fiction: Newspapers</p> <p>Seasonal Poetry</p>	<p>Narrative: ‘Holes’ by Louis Sachar</p> <p>Non-Fiction: Non-Chronological Reports</p>	<p>Narrative: ‘Rooftoppers’ by Katherine Rundell</p> <p>‘The Tear Thief’ by Carol Ann Duffy</p> <p>Non-Fiction: Explanation Texts linked to Alex Rider</p>	<p>Narrative: ‘Eleven’ by Tom Rogers</p> <p>Non-Fiction: Informal Persuasion</p>	<p>Narrative: ‘Rooftoppers’ by Katherine Rundell</p> <p>Non-Fiction: Formal Letters</p>
<p>Maths</p> <p>White Rose</p> <p><i>Article 29 (goals of education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment</i></p>	<p>Number & Place Value</p> <p>Addition & Subtraction</p> <p>Multiplication & Division</p>	<p>Fractions</p> <p>Converting Units</p>	<p>Ratio</p> <p>Algebra</p> <p>Decimals</p>	<p>Fractions</p> <p>Decimals & Percentages</p> <p>Area</p> <p>Perimeter</p> <p>Volume</p> <p>Statistics</p>	<p>Shapes</p> <p>Position & Direction</p> <p>Problem Solving</p> <p>Revision</p>	<p>Investigations</p>

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<p>Science</p> <p><i>Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment</i></p>	<p>Body Health</p> <p>Heart rates, Diet, Smoking, Drugs, Alcohol, Sleep & Exercise</p>	<p>Light up your World</p> <p>Reflections</p> <p>How do I see my Christmas presents?</p> <p>Lenses in eyes</p>	<p>Danger – Low Voltage!</p> <p>Electricity</p>	<p>The Nature Library</p> <p>Classifying species, mould investigation</p> <p>(classifying living things)</p>	<p>Everything Changes</p> <p>Evolution, adaptation, extinction</p> <p>(adaptation and the evolution of animals)</p>	<p>Our Changing World</p> <p>How can we look after our planet?</p> <p>Climate change, veganism, sustainable living, fast fashion.</p>
<p>Computing</p> <p><i>Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law</i></p>	<p>Online Safety</p> <p>Google legends</p>	<p>Coding</p> <p>Swift playgrounds</p> <p>Kodu/hour of code</p>	<p>Creating Websites</p>	<p>Spreadsheets</p>	<p>Pichos</p>	<p>History of Computing</p> <p>Pioneers</p> <p>Computing Careers</p> <p>Movie Making</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Geography</p> <p><i>Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.</i></p>	<p>Maps/Locational Knowledge</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>			<p>Human/Physical Geography</p> <p>Climate zones, biomes and vegetation belts,</p> <p>The distribution of natural resources including energy, food, minerals and water</p>		<p>Place Knowledge</p> <p>Counties of the UK: Land-use patterns; and understand how some of these aspects have changed over time (possibly summer term research project)</p>
<p>History</p> <p><i>Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.</i></p>		<p>WW2</p> <p>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history, Battle of Britain.</p> <p>Exploring the links between our local area and WW2.</p>			<p>Crime & Punishment in Britain</p> <p>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: A significant turning point in British history.</p> <p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art <i>Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</i>	Final piece: To create a collage of an animal Focus: Line and tone through colour			Final piece: To create an observational drawing Focus: Tone		Arts Award
DT <i>Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</i>		Creative Design Stuffed animal toy	Cooking Soup Making			
Ongoing DT: Cooking Link – Understand seasonality, know where and how varieties of ingredients are; grown, reared, caught and processed using the Edible Playground. History Link – ‘Dig for Victory’						
Music <i>Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i>	Happy Pop/ Neo Soul	Classroom Jazz Bacharach and Blues – Composition	A New Year Carol Classical/ Urban Gospel	You’ve Got a Friend 70s Ballad/Pop	Year 6 Production	

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<p>PE Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>Indoor PE: Dance</p> <p>Outdoor PE: Tag Rugby</p>	<p>Indoor PE: Gymnastics</p> <p>Outdoor PE: Basketball</p>	<p>Indoor PE: Fitness</p> <p>Outdoor PE: Hockey</p>	<p>Indoor PE: Dance</p> <p>Outdoor PE: Tennis</p>	<p>Indoor PE: Gymnastics</p> <p>Outdoor PE: Athletics</p>	<p>Indoor PE: Dodgeball</p> <p>Outdoor PE: Rounders</p>
<p>RE Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.</p>	<p>Christianity</p> <p>Influences of Jesus – People who have been influenced by Jesus.</p> <p>Advent</p> <p>The Christmas Story</p>		<p>Humanism</p>		<p>Famous People of Faith</p> <p>Look at a variety of famous people who practice a range of religions. Investigate how it impacts their lives.</p>	
<p>French Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>A New Start</p> <p>Greetings, Numbers and Colours</p>	<p>The Calendar and Celebrations</p> <p>Days of the week and Months of the year</p>	<p>Animals</p> <p>Nouns and plural nouns</p>	<p>Carnival and Numbers</p> <p>French traditions and Asking about age</p>	<p>The Hungry Giant</p> <p>Fruits and vegetables Creating their own story</p>	<p>Where I Live</p> <p>Conversation</p>

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<p>PSCHE</p> <p><i>Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.</i></p>	<p>Being Me in My World</p>	<p>Celebrating difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me (including SRE)</p>
<p style="text-align: center;"> UNICEF rights explored across the year School council meetings & steering groups ongoing The role of a Year 6 Mentor Identifying the different UNICEF rights. </p>						